PRIORITY TWO - IMPROVEMENT PLAN

PRIORITY TWO: Increase post-secondary outcomes of students with disabilities

Desired Result: The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: Research suggests all students benefit from instruction designed to meet the needs of diverse learners thus facilitating transitional opportunities. Through the MOTAP System Change Grant statewide training was developed and implemented. Also, due to an enhanced data collection system at the state level, professional development can now be targeted based on post-secondary performance indicators. Additionally, stakeholder information was provided by the SEAP Improvement Planning committee, whereby based on data reviewed, the importance of appropriate content level knowledge of general and special education personnel was highlighted.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
A) Develop and implement professional development curriculum for Regional Professional Development Center consultants, regional trainers and in-district consultants on Self-Determination for students with disabilities and Differentiating Instruction for vocational educators.	• Curriculum developed • Coordinated plan for training vocational teachers, Special and General Education staff • Regional, RPDC and in-district trainers identified • Teacher training sessions concluded • RPDC and Regional trainers credentialed • Training in the nine RPDC regions conducted. • Impact of training evaluated • Content expanded	• Follow up surveys with participants indicate Self-Determination Curricula is in place. • Increase number of students with disabilities in vocational schools. • Appropriate goals and benchmarks included in IEPs.	2003-2004 Trainers Trained 2003-2004 Initial training developed 2004-2005 Training conducted	**Section Responsibility:** Effective Practices Staff **Funding Type:** Part B SIG
B) Collaborate with Division of Vocational and Adult Education and local school district counselors to increase awareness of agency services that can assist educators to provide appropriate programming for students with disabilities.	• Meeting convened to identify agency services available • Dissemination system developed that includes a variety of medias. • Marketing system developed	• Educators are aware of services available from Vocational and Adult Education	July 2005 Information disseminated	**Section Responsibility:** Effective Practices Staff **Funding Type:** Part B

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Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
C) Develop and implement professional development curriculum on student directed IEPs for educators, families and students.	• Appropriate content adapted and developed • Plan developed to address content to teachers, families and students • Training delivered	• Teachers, families, students report increased participation in IEPs. • Teachers, families, students report increased satisfaction with IEPs.	2004-2005 Development 2005-2006 Implementation	**Section Responsibility:** Effective Practices Staff **Funding Type:** Part B
D) Identify additional areas for training by using existing data	• Improvement planning strategies, focus groups and family surveys reviewed. • Priority areas identified • Training delivered on identified areas	• Trainings have been delivered based on needs identified from data	2004-2005 Develop priorities 2005-2006 Develop Training 2006-2007 Implementation	**Section Responsibility:** Effective Practices Staff Data Coordination Staff **Funding Type:** Part B

Desired Result: Increased incentives for administrators to promote the provision of appropriate and effective transition programming to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: Current special education monitoring includes performance standards and indicators. The Division of Special Education is currently working with MSIP and NCLB to align performance monitoring with regular education. Based on data reviewed, the SEAP Improvement Planning committee provided stakeholder information underscoring the importance of administrator involvement in promoting effective transition programming.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
A) Develop and implement a system of incentives for Local Education Agencies based on performance of students with disabilities.	Options reviewed for 1) Creating incentives such as: • District Rankings • Waivers • Distinction Lists 2) Process developed for implementation of system 3) Implementation of system with 4th cycle MSIP	• Local Education Agencies (LEAs) have incentive available to them based on performance.	2003-2005 Development July 2005 Dissemination July 2006 Implementation (4th cycle MSIP)	**Section Responsibility:** Effective Practices Staff Data Coordination Staff Compliance Staff **Funding Type:** Part B
B) Develop and implement a system for targeted technical assistance for districts needing to improve transition outcome data.	• Criteria developed to identify buildings • Transition performance data utilized to link districts to best practices information • Professional development activities aligned to performance goals • RPDC consultants trained to provide targeted technical assistance	• Districts have access to technical assistance in using transition data for improving transition outcomes. • Monitor results indicate no areas of non-compliance in Transition standards.	Development 2003-2004 2004-2005 Pilot Implemented 2005-2006 Implementation July 2007 System in place	**Section Responsibility:** Effective Practices Staff Data Coordination Staff **Funding Type:** Part B

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Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
C) Collaborate with the Missouri Council of Administrators in Special Education and other administrator associations to determine the best methods to provide technical assistance and training to local school district administrators on transition.	• Meeting convened to identify needs • Workgroup established to develop methods to provide technical assistance on identified needs • Methods implemented	• Technical assistance and training available to local school district administrators on Transition	2004-2005 Methods developed and implemented	**Section Responsibility:** Effective Practices Staff **Funding Type:** Part B
D) Disseminate research-based practices	• Research-based practices for transition identified • Research-based practices tied to performance indicators • Information on research-based practices available on Department of Elementary and Secondary Education website • Links established to other agencies on research-based practices, as appropriate	• Local school district administrators have access to a web-based information database covering a variety of research-based practices.	2004-2005 Dissemination Implemented	**Section Responsibility:** Effective Practices Staff **Funding Type:** Part B

Desired Result: Districts will integrate data into secondary transition decision-making processes to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: See "Graduation Rates," "Dropout rates," and "Percentages of Graduates Employed/Continuing Education" under *Priority Two – Primary Indicators*, pages 1 through 3. Based on review of these data, the SEAP Improvement Planning committee provided stakeholder information underscoring the importance of data-based decision making relative to secondary transition. Other data may need to be reviewed and/or collected subsequent to identifying specific transition related information needed to guide decision-making and to target professional development needs relative to improving transition related services and/or activities.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
A) Collaborate with Great Lakes Area Regional Resource Center (GLARRC) to develop and implement a packet for Local Education Agencies (LEA) on conducting and using student focus groups information for program planning.	• Meeting convened with GLARRC to determine information to use • LEA packet developed • Action plan developed to implement use of packet with 4th cycle MSIP and special education monitoring.	• LEAs demonstrate that they can conduct and use focus group information for program planning.	2003-2004 Development 2004-2005 Pilot Implementation 2005-2006 4th Cycle MSIP	**Section Responsibility:** Effective Practices Staff Compliance Staff **Funding Type:** Part B
B) Collaborate with the Missouri School Improvement Program to disaggregate data for students on graduation, dropout, and follow-up data into the Missouri School Improvement Process.	• Participation in statewide 4th cycle committee and recommendations provided for 4th cycle changes. • Special Education monitoring aligned with changes to 4th cycle MSIP and NCLB • Revised system Implemented	• Disaggregated data included in Missouri School Improvement Process	2003-2004 Development 2004-2005 4th Cycle MSIP 2006-2007 Implementation	**Section Responsibility:** Data Coordination Staff Compliance Staff Effective Practices Staff **Funding Type:** Part B
C) Collaborate with other state agencies in developing and implementing a system for sharing data for the purposes of planning for appropriate educational services for students with disabilities.	• Agencies who provide services to students with disabilities identified • Meeting convened with identified agencies to determine what data is collected by each • Methods established to share data between agencies	• A uniform system for sharing data between agencies to plan for services for students with disabilities.	2003-2004 Identification 2003-2004 Meeting 2005-2006 Establishment of system	**Section Responsibility:** Data Coordination Staff Effective Practices Staff **Funding Type:** Part B

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Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
D) Collaborate with Local Education Agencies (LEAs) and Missouri School Improvement Plan (MSIP) on the incorporation of the use of dropout data for students with disabilities.	• Collaboration with MSIP on ways LEAs can use dropout data • Assistance provided to LEAs in developing a plan to use dropout data • Checked with LEAs to determine how data is being incorporated in their decision-making process • Incorporated use of information with Special Education monitoring for 4th Cycle MSIP.	• LEAs incorporate the use of dropout data for students with disabilities.	2006-2007 Information incorporated into 4th Cycle MSIP	**Section Responsibility:** Effective Practices Staff Data Coordination Staff Compliance Staff **Funding Type:** Part B
E) Develop and implement training opportunities for general and special education teachers on data-based decision-making. Data sources may include: • Follow up survey on Graduates • Survey employers dropout analysis	• All training opportunities available to teachers identified • Training opportunities marketed • Training conducted • Follow-up conducted • Content developed if appropriate	• Training opportunities are provided on data-based decision-making.	2004-2005 Development 2005-2006 Implementation	**Section Responsibility:** Effective Practices Staff Data Coordination Staff **Funding Type:** Part B

Desired Result: Increased collaboration among agencies that provide services to students with disabilities to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: Research suggests interagency collaboration and communication facilitates the development and knowledge-base of agency stakeholders thus providing a mechanism for supporting essential public services such as public education. Agencies serve as integral resources for the promotion of appropriate transitional opportunities for students. Through the MOTAP Systems Change Grant and improved collaboration with Vocational Rehabilitation, current data indicates a greater need for collaboration with the Missouri Division of Vocational and Adult Education. Other data may need to be reviewed and/or collected to determine other existing interagency collaborative relationships and to determine the development pf pertinent linkages thereof.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources

A) Provide consistent information regarding transition service delivery options regardless of agency philosophy.	• Stakeholders identified from:
	  • Vocational and Adult Special Education
	  • Supported Employment Provider
	  • Sheltered Workshops
	  • Vocational Rehabilitation
	  • Rehabilitation Services for the Blind
	  • Local Education Agencies
	  • Families
	  • Centers for Independent Living
	  • Barriers identified
	  • Plan developed and implemented
		• Consistency is reflected in information provided to agencies delivering transition services	2004-2005 Begin
			
			2006-2007 Implemented
				Section Responsibility:
				
				Effective Practices Staff
				
				Funding Type:
				
				Part B

B) Collaboration between Department of Elementary and Secondary Education and Missouri Statewide Independent Living Council to include in the State Independent Living Council's state plan statewide activities for transition services for students with disabilities.	• Meeting with statewide State Independent Living Centers to discuss common issues. • Meeting conducted with statewide Independent Living Centers, statewide Independent Living Council and districts of Special Education to show results of Independent Living Center grants. • Collaborative plan developed between Local Education Agencies and Independent Living Centers • State Independent Living Center reviews/revises their state plan to include similar services for LEAs to access. • Collaborative plan between LEAs and Centers for Independent Living regarding technical assistance, appropriate services and peer counseling developed and implemented.	• Plan implemented • Centers for Independent Living and schools involved at local levels	2003-2004 Planning 2004-2005 Statewide plan developed 2005-2006 District Implementation	**Section Responsibility:** Effective Practices Staff **Funding Type:** Part B Sliver

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Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
C) Collaborate with DESE Divisions and urban educators to identify issues specific to larger geographical areas that may serve as a barrier to the educational success of students with disabilities.	• Teacher and Urban Education Plan adopted by the State Board of Education. • Collaborative implementation plan developed with Teacher Certification and Urban Education. • Technical Assistance and training plan developed with St. Louis City and Kansas City to address dropout issues.	• Increased graduation and decreased dropout rates for Kansas City and St. Louis City schools.	2004-2005 Begin 2005-2006 Implementation	**Section Responsibility:** Effective Practices Staff **Funding Type:** Part B
D) Collaborate with the University of Kansas Transition Coalition to create a web-based multi-state system to provide technical assistance and training in the area of transition.	• Meeting convened to determine what is needed to set system up. • Web-based system developed in participating states • Web-based system implemented	• Web-based, multi-state system is in place for educational professionals in the area of transition	2003-2004 Begin 2004-2005 Implementation	**Section Responsibility:** Effective Practices Staff Data Coordination Staff **Funding Type:** Part B Sliver
E) Collaborate with Vocational Rehabilitation Co-op Programs and other DESE Divisions to establish a usable system of vocational placement and program participation data to enable district to make data-based transition programming decisions.	• Other DESE divisions to be involved identified • Meeting convened to determine what is needed to modify existing system • System developed • System implemented	• Usable vocational placement and program participation data is available to districts	2003-2004 Begin 2004-2005 Implement	**Section Responsibility:** Data Coordination Staff **Funding Type:** Part B

Desired Result: The Department of Elementary and Secondary Education (DESE) will collaborate with Institutes of Higher Education (IHE) to develop appropriate course content for new and existing teachers to improve post-secondary outcomes of students with disabilities.
Current Reality/Baseline Data: No data is currently collected to determine the extent and extant of transitionally related content included in IHE course offerings within Missouri public colleges and universities. Missouri IHE's have expressed interest in embedding DESE training curriculums into coursework.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
A) Conduct a session with Institutes of Higher Education (IHE) to train on identified curricula.	• Participating Institutions of Higher Education identified • Meeting convened • Curricula aligned with MOSTEP competencies, if needed • Training sessions conducted with participating IHEs • System developed for including identified curricula into IHE coursework	• IHEs integrate identified curricula into courses for new and existing teachers	2003-2004 Meetings 2004-2005 Develop Plan 2005-2006 Begin integration	**Section Responsibility:** Effective Practices Staff **Funding Type:** Part B SIG
B) Collaborate with the Division of Vocational and Adult Education to develop strategies to embed information on students with disabilities in vocational and adult and counseling coursework.	• Meeting convened with Vocational and Adult Education representatives • Work group convened to develop strategies and timelines • Appropriate areas in existing coursework identified to embed strategies • Coursework provided with newly embedded strategies	• Vocational and Adult counseling coursework includes information on students with disabilities	2004-2005 Develop and plan timelines	**Section Responsibility:** Effective Practices Staff **Funding Type:** Part B

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Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
C) Develop a plan with the Statewide Independent Living Centers to provide information regarding students with disabilities to general education classes.	• Meeting convened with Independent Living Centers to develop a scope of work • List of information that should be shared developed • Plan developed • Information sharing system implemented	• Statewide Independent Living Centers provide information to Institutions of Higher Education for integration into general education classes	2003-2004 Meeting 2004-2005 Development 2005-2006 Implementation	**Section Responsibility:** Effective Practices Staff Data Coordination Staff **Funding Type:** Part B Sliver
D) Incorporate University of Kansas Transition Coalition online course offerings in pool of curricula opportunities.	• Meeting initiated with Kansas University to determine requirements for participation in coalition • Curricula identified to be used in on-line offerings • Curricula converted into on-line course offerings • Field test of on-line curricula conducted • Collaboration with Kansas University to set up comprehensive on-line professional development system.	• Kansas University Transition Coalition on-line courses available to new and existing teachers for professional development through Department of Elementary and Secondary Education website.	2003-2004 Meeting 2003-2004 Development 2004-2005 Implementation	**Section Responsibility:** Effective Practices Staff Data Coordination Staff **Funding Type:** Part B Sliver

Desired Result: Dissemination system available for current/new practices and information on secondary transition to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: Research suggests interagency collaboration and communication facilitates the development and knowledge base of agency stakeholders thus providing a mechanism for supporting essential public services such as public education. Agencies serve as integral resources for the promotion of appropriate transitional opportunities for students. Based on data reviewed, the SEAP Improvement Planning committee provided stakeholder information underscoring the importance of disseminating transitional resources and information between various state agencies that provide transition related services.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
A) Expand Department of Elementary and Secondary Education Division of Special Education's website on Transition Resources.	• Data reviewed to identify need areas for expansion • Research-based practices identified • Content organized to correspond with performance indicators • Family resources identified to correspond with performance indicators • Survey developed and implemented	• Redesign of site developed and implemented • Web hits • Survey results indicate access and usefulness of information	July 2005 Site revision developed and implemented July 2006 Survey results reviewed	**Section Responsibility:** Effective Practices Staff Data Coordination Staff **Funding Type:** Part B Sliver
B) Collaborate with DESE, Divisions of Vocational Rehabilitation and Vocational and Adult Education to develop linked web resources for students with disabilities.	• Joint plan developed to link information with Department of Elementary and Secondary Education Division of Vocational and Adult Special Education, Vocational Rehabilitation and Independent Living Centers • Joint plan to link transition web with family organizations • Joint plan to expand linkages with other adult service agencies • Survey developed and conducted	• Linked web resources between the divisions have been developed and area active and up to date. • Redesign site that can be linked from Vocational Rehabilitation, Vocational and Adult Special Education • Web hits • Survey results indicate access and usefulness of information	July 2005 Begin July 2006 Survey results reviewed	**Section Responsibility:** Effective Practices Staff **Funding Type:** Part B